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AUTHOR Steinberg, Adria
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ABSTRACT

This book examines and illustrates the process of transforming school-to-work into real learning for real work. In chapter 1, guidelines are presented for designing project-based learning programs that are both academically rigorous and grounded in community and workplace realities, and the attempts of three very different high schools to develop project-based school-to-work programs are described. Chapter 2 focuses on programs bridging the gap between classroom learning and community life. Learning experiences and opportunities that are now being created by school-to-work programs, including work-based education programs, internships, senior projects, field studies, and career exploration programs, are described in chapter 3. Chapter 4 (Margaret Vickers) explores ways of building students' understanding of science through work-based learning, and chapter 5 (Robert C. Riordan) profiles four schools where humanities instruction is being provided through work-based learning. Chapter 6 discusses the following topics related to designing relevant school-to-work programs and focusing on the big picture of high school reform: new approaches to professional development; reintegration of vocational education into the life of comprehensive high schools; changes in the roles teachers, businesses, and community partners play in education; and changes in how schools award credits for graduation. Actual examples from the field are cited throughout the book. (MN)

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